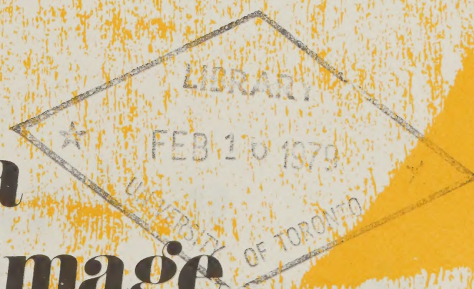



CA2ØN  
SD 90  
-76A12

Government  
Publications

# About Face

**towards a  
positive image  
of women  
in sport**





Digitized by the Internet Archive  
in 2022 with funding from  
University of Toronto

<https://archive.org/details/31761115464885>



Written by Abby Hoffman,  
Consultant  
The Ontario Status of Women Council  
801 Bay St. 3rd floor, Toronto, Ontario  
1976  
Published jointly by  
The Ontario Status of Women Council  
Ontario Secretariat for Social Development  
and  
The Ontario Ministry of Culture and Recreation

# **About Face**

***towards a  
positive image  
of women  
in sport***



## Preface:

Since this book was first conceived and written over two years ago, several interesting developments have occurred.

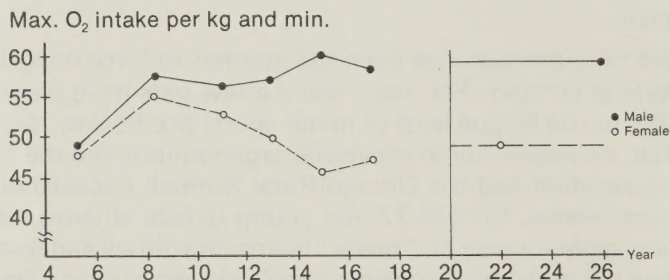
The first was the publication by Dr. William Theobald of the University of Waterloo of a study entitled "The Female in Public Recreation". This study focussed on the participation of girls and women in public recreation programs in 19 Ontario centres. The study provided further statistical evidence in support of some of the statements made in this book. That is, that females comprise less than one-third of participants in sport activities in publicly supported recreation centres; that programs are mainly sex-segregated; and that considerable stereotyping of suitable sports for females exists. As well, Theobald identified considerable discrimination in hiring, advancement and salary for women professional recreationists.

The second phenomenon has been the attempt to force integration in some minor sports in Ontario. For many years a few girls have played on "boys" teams at the house league level of minor sports like hockey, soccer, lacrosse and softball. However, some provincial organizations like the Ontario Minor Hockey Association and the Ontario Rural Softball Association have prohibited mixed teams. In 1976-77 two young female athletes who had been declared ineligible for play on "boy's" teams (in softball and hockey) decided to challenge the prohibitions against female players in mixed team situations. Both cases ultimately were heard before Ontario Human Rights Commission's Boards of Inquiry and in both cases the decisions were in favour of mixed teams, and segregation only on the basis of ability rather than the arbitrary standard of sex. Unfortunately both decisions are being appealed and the prompt moves toward integration of these sports demanded by the O.H.R.C. have been suspended. These hearings drew attention to two facts: (1) that female players, their parents and coaches are no longer prepared to accept discriminatory actions limiting their involvement in sport; and, (2) that many people in sport still cling to out-dated beliefs about the physical capacity of girls. (One defense witness in the hockey case went so far as to say that he felt girls playing hockey was "bad for society". These sentiments were regrettably voiced by several other witnesses.)



A number of comments have been made on specific points in this booklet

- It has been pointed out that recommendation (p. 15) for rotating male and female physical education department heads within integrated departments could be in violation of The Ontario Human Rights Code. Affirmative action directives could circumvent this consideration.
- My comments about the popularity of cheerleading evoked some criticism as hyperbole. While cheerleading may be declining in popularity, I have still seen and heard of schools (even at the elementary level) where girl cheerleaders are considered to be a necessary adjunct particularly to the boys interschool sports programs.
- The intent of recommendation (2) on p. 14 is that physical education should be offered as a credit subject at all grade levels in all schools.
- On page 24 the wrong graph comparing male and female physical fitness was included. The text below the graph was accurate, however the graph should have been one showing maximum oxygen uptake per kg. body weight rather than simply absolute scores which were not as relevant.



Average values of maximal oxygen intake per kg body weight for different age groups.  
(The vertical lines denote  $\pm 2$  SEM.) Same subjects as in Fig. 1.

Much discussion about the content and recommendations of this booklet has been generated. Such issues as the integration of physical education classes and minor sports have not always been greeted with wild enthusiasm, although, I (and many others) still believe these recommendations have a sound philosophical and practical foundation. Other issues such as the importance of physical fitness and the right to equal access and use of public resources have been greeted more favourably.

In general as a discussion paper this volume has served its purpose to generate awareness and debate on an important issue. I would like to thank the Ontario Status of Women Council, the Secretariat for Social Development and the Ministry of Culture and Recreation for supporting this publication.

*Neil Hefner*

# TABLE OF CONTENTS

Part I	Why this book is necessary: Sexist sport has deprived women of their natural right of physical fitness	1
Part II	Myths of the female athlete	5
Part III	Towards non-sexist physical education — the role of the schools	8
Part IV	How to create change in your community: making sport a political issue	17
Part V	Conclusions and recommendations	21
Appendix 1	Physical fitness and physical development of the female	24
Appendix 2	Mayor's task force on the status of women in Toronto (recreation)	25
Sources		29



*Now and Then—In Basketball Uniforms and Players—Something About the Famed Edmonton "Grads"*

FIRST GAME OF CANADIAN GIRLS BASKETBALL FINALS TO-NIGHT  
IN EDMONTON

In that prairie city of Edmonton to-night, the Lakesides of Toronto meet the world famous Edmonton "Grads" in the first game of a two-game series for the Canadian women's basketball championship. The Lakeside band are the only Canadian cage team who can boast a win over these famous hoop players coached by Percy Page, principal of the commercial high school of Edmonton. The success of the Percy Page-coached teams is known world wide, and his teams of "Grad" players have played all over the North American continent and all over the map of Europe as well. Two trips abroad have been made by this wonder team from the Canadian west, the last on being in 1928. On both occasions the "Grads" swept everything before them in something the same style as the Canadian men's hockey teams have been doing in the Olympic games, and by comparatively big scores. The success of this girls' basketball team is astounding in view of the fact that there is not now a member of the original quintet playing with the present "Grads" team, and yet the success of the team is just as great as it was in the olden days of 1922, when the first team of basketball players went from Toronto to try their luck against the westerners and returned home much the wiser in basketball lore, the "Grads" defeating them 40-11 in one game. It was a sad return. Above No. 1, Kate MacRae, stalwart guard of the Edmonton "Grads"; No. 2, Mildred McCormick, one of the "Grads" forwards, who has a record as a basket getter to her credit that is a standout.





## PART I

# Why this Book is Necessary: Sexist Sport Has Deprived Women of Their Natural Right to Physical Fitness

The ideas expressed in this book are based on two key premises:

- (1) that sport in our society is biased against female involvement and, as such, is sexist;
- (2) that this bias against female involvement is largely the result of domination of the sport environment by commercialized, male-oriented, sport. This historic male orientation of sport is true in terms of both spectators and participants.

### The Problem: Sexist, Commercial Sport

Because sport is a commodity packaged and marketed for the public to “consume” with profits returning to those who “own” that product, e.g. teams, leagues, television companies, the tendency has been to promote sport that embodies elements “attractive” to spectators. This generally means a high level of competitiveness and, too often, a certain brutality and violence. It has also meant, and continues to mean, sport performed almost exclusively by and for males.

Commercial, male-oriented “sport” dominates the public consciousness of, and interest in, sport. Disproportionate media focus on professional sport continuously re-generates and promotes interest in male professional sports.

### The Result:

Public recreation authorities provide opportunities and facilities first for major professional sports — football, ice hockey and baseball. Sports potentially appealing to other interests suffer a corresponding neglect. Schools promote highly competitive sports, awarding pride of place to inter-school sports where relatively few participate — and where many are spectators. No serious attempt has been made to shift to promoting physical fitness among the *entire* student population. The educational system continues to concentrate on producing the next generation of passive sports “consumers”. *Sport then, implies a highly competitive and male-oriented activity which involves progressively fewer participants and increasingly — as age increases — larger numbers of spectators.*

## Implications for Girls and Women:

Emphasis on male competitive sport has diverted public resources and interest from programmes essential to provide girls and women with the opportunities to achieve acceptable levels of physical fitness and to take part in a wide range of competitive and non-competitive sport activities. Most public institutions actively discriminate against females in respect to facility allocation, funding, and programming of sport and fitness activities. Moreover, our schools and public recreation facilities simply reflect the domination of the sport culture by professional sport.

- We believe that an improved opportunity for women is essential and that this requires that sport in public educational and recreational institutions be dis-associated from the commercialized sport world.
- We believe there must be a much greater emphasis on activities which enhance the physical development and potential of the individual and a correspondingly lesser emphasis on highly competitive (particularly team) sports.
- We believe "consumer sport" must be replaced by sport directed at the pleasure and life-long needs of the individual.

Only a change of this magnitude in our concept of sport will result in provision of acceptable opportunities for girls and women (and many men!) to become involved in physical activities.

## Justification for a New Approach to Physical Activity Opportunities for Women

- (1) *Physical fitness is a natural right. It cannot be denied on the basis of sex.* In Canada, fitness is generally seen as something each individual may opt for at her or his own discretion. However, there are countries, e.g. Norway, Sweden, China, in which access to the resources for attaining fitness is a *right* — and it is naturally assumed that opportunities *must* be made available for every individual to become and remain fit. This attitude reflects an awareness in these societies that health is not just a function of available health services — hospitals, doctors — it is directly related to the individual's physical activity level. Not surprisingly, the fitness level of Canadian females at all ages is very low. Just how low is documented in Appendix 1



It is one of the purposes of this booklet to indicate how we should be meeting the female population's need for improved fitness.

- (2) *Appropriate physical activities are essential to the optimal development of young females.* Young children, adolescents and adults pass through various stages of physical development – both neuro-muscular and cardio-vascular. The natural growth of the physical being requires suitable complimentary activities. This requires an early focus on the physical development needs of each individual child, and a de-emphasis on competitive games with their connotation of masculinity and femininity.

It should be noted here that in pre-pubescent females the cardio-vascular, muscular and motor capacities undergo a somewhat more significant development than they do in males of the same age group. After puberty this development will essentially cease unless vigorous physical activity continues. Provision of exciting opportunities for both sexes to develop their unique abilities is therefore essential. This would involve a general physical fitness program with individual fitness activities as well as competitive games, so long as these are not a pale imitation of male-dominated "consumer sports".

- (3) *Sport reinforces sex stereotypes prevalent across society.* Some of society's most reactionary and demeaning attitudes with respect to women exist in the world of sport. Nowhere else, for example, does the idea of the natural physical inferiority of women have as many adherents as in the world of sport. It hardly seems likely that attitudes toward women generally will be progressive as long as sport remains one of the most backward areas with respect to the status of women.

Some newspaper reports assume that superior women athletes must have their sex called into question. One recent story on the prospects of Canadian women in the field events in the 1976 Olympics made the following assertion:

"In the women's throwing events, Canada's only hope is to have the European entries disqualified as men. The locals (i.e. Canadians) simply bear too great a resemblance to women to match the brawn of the eastern block bruisers."

(Globe & Mail, Jan 19/76)

A couple of years earlier, a Globe & Mail reporter, Dick Beddoes, wrote:

“Women cannot run as fast, or as far. They cannot jump as high or as long . . . the attempts of women in athletics are only parodies of what men do.”

(Globe & Mail, May 15/73)

- (4) *Sport develops the self-image of the participant.* At a time when it is claimed that girls and women need to stand on their own two feet, to assert their own independence and sense of autonomous being, sport affords a fabulous opportunity for women to do just that. Awareness of one's own physical being is developed by using those personal physical resources. For young children particularly, the value of sports and fitness activities in developing a strong self-image, a sense of self-worth and confidence is essential. Physical activity gives females a chance to define themselves in terms of their own personal achievements, rather than as persons who fulfil socially defined roles.

*An athlete has no societal role as such, rather she defines herself by virtue of what she does.*

With these statements in mind, this book explores:

- Myths of the Female Athlete
- Toward Non-sexist Physical Education – the role of the schools
- How to create change in your community – making sport a political issue
- The Physical Development and Physical Fitness of the Female
- Resources for Study and Action

It also provides specific recommendations for changing the status quo, and sources for further study.



### Myths of the Female Athlete

Every society harbours beliefs about the roles of individuals within that society and about the behaviour expected of its members. The truthfulness of these beliefs often has little to do with their general acceptance. In fact, many of the ideas which sustain our social fabric are patently ridiculous — but since they rationalize our behaviour, we cling to them tenaciously. This is the case with many of the beliefs people have about female athletes. There are so many un-truths and half-truths in this area that much of what is commonly believed can only be described as mythical.

The sum total of these myths is a major “social acceptability” problem for female involvement in sports. If it is widely propagated that females are incapable of being good athletes, that sport is really for men, that women have never been any good at sports (etc.), then it is hardly surprising that many, many girls and women will not want to become involved in what clearly has been labelled as socially undesirable and unpopular activity for their sex. It is therefore imperative to dispell the popular mythology.

*Myth # 1:* FEMALES ARE NOT PHYSICALLY CAPABLE OF BEING GOOD ATHLETES, NOR ARE THEY EMOTIONALLY STABLE ENOUGH TO WITHSTAND THE RIGORS OF SPORT. THEREFORE FEMALES ARE NOT LIKELY TO ENJOY SPORTS.

This myth implies that any female who is successful in sports is the exception rather than the rule. While many women may have less muscle mass than many males, a greater percentage of body fat as a proportion of body weight and a smaller heart, do these factors *necessarily* condemn women to the sidelines, to those cheering squads, where they have, incidentally, spent much of their time? They certainly should not. In fact, it is a gross generalization to state that all women are weaker than all men. At certain ages, girls are larger and stronger than boys. Both males and females come in a wide range of body types and not one of the known phenotypes is irrevocably unsuitable for sports activity.

This first myth is often just another way of saying that women are physically inferior to men and therefore shouldn't participate in sports. Another version of it is that there is something suspect about a girl who possesses the physical capacity to be a good athlete.

In fact, women do possess all the physical requisites required to become successful athletes *and* to enjoy a wide variety of sport and fitness activity. Successful female athletes are not exceptions — rather they demonstrate the potential available within most of the female population.

However, it should be pointed out that there are significant differences between males and females that are often overlooked. In some respects, the female has superior athletic capabilities: better resistance to cold which helps in long distance swimming; a lower centre of gravity allowing greater facility in events like the balance beam in gymnastics. *Simplistic assertions about the superior-inferior male-female situation overlooks genuine differences. They also beg the conclusion that sports activities should be provided which recognize the physiologically DIFFERENT — NOT INFERIOR — female body.*

#### **Myth # 2: WOMEN ATHLETES ARE UNATTRACTIVE**

Would-be female athletes are frequently told that if they persist in strenuous sports activity, they will become muscle-bound — and therefore less attractive. This particular myth assumes that the aesthetically attractive female must also give off an aura of physical weakness. What can be said of a society which prizes women for their physical incapacity?

Surely a person who is fit and alive to their physical potential is more attractive than someone who has no awareness of their physical being at all?

#### **Myth # 3: WOMEN ARE INJURY PRONE**

This myth testifies that females would be exposing themselves to physical harm if they play certain sports. While it has been used as an excuse to keep girls and women out of some traditional male sports such as hockey, it has no basis in fact. *Providing people of equal ability level play together, and rules are imposed that control violent contact, there is no reason why women should not play contact sports.*

To the extent that women are injured while taking part in sports, this is largely the result of the relative unfitness of many women participants who had been denied adequate access to fitness programs. *Sport most definitely does not cause damage to the reproductive organs; rather, the athletic female will have easier delivery and fewer complications arising from pregnancy.*

#### **Myth # 4: THERE ARE NO BARRIERS (SOCIAL OR PHYSICAL) TO WOMEN'S INVOLVEMENT IN SPORTS, AND THE RE-**



LATIVELY LOW NUMBERS OF WOMEN PARTICIPANTS  
IS THE RESULT OF A LACK OF *DESIRE* OF GIRLS AND  
WOMEN TO PARTICIPATE.

This myth fails to take account of the fact that the female often does not take part because the opportunities (i.e. leagues, teams, coaches, etc.) simply do not exist. Is it really fair to say that girls do not *want* to play ice hockey if there are no leagues for them to play in?

Every fall, winter and summer, football, hockey and baseball leagues are available in profusion for boys. Until the same opportunities are available for girls, it doesn't make much sense to say that they don't want to play.

If it is true that the inclination of girls to take up sport is less than among boys, consideration must be given to the reasons why. Based on studies of other societies it is obvious that girls are not naturally predisposed against physical activity. Rather, the sex stereotyping of sports activity in our society discourages girls' interest in active participation in sport. Our society associates the attributes of masculinity — strength, aggressiveness, competitiveness — with the characteristics needed to be good at sports. This stereotyping must be broken down.

*Myth # 5:* WOMEN HAVE NOT TRADITIONALLY BEEN INVOLVED  
IN SPORT.

We are generally not even aware that there in fact is a very illustrious history of women's sport in Canada. How many people know that Canadian women dominated the Olympics in 1928; that there were *National* Championships in sports like ice hockey in the 20's and 30's; or, that Canada's most successful team ever happens to be the Edmonton Grads Women's Basketball Team? How many Canadians under thirty (or even under fifty) know of Rosa Grosse O'Neill, Jean Wilson, Noel Macdonald — or even of more recent vintage, Petra Burka?

The fact is that Canadian women were very active in sport in the 20's and 30's — baseball was a major spectator sport and newspapers carried regular columns on womens sport. The Depression, the aftermath of World War II and the rise of commercial sport virtually wiped out the progress of women's sport. Only in recent years have large numbers of women been involved in sport again, and now, in 1976, many of the same battles for access to facilities and acceptability are being fought all over again. If sport is to be more acceptable for girls, then this fine tradition must be made known to men and women in Canadian society.

## **PART III**

# **Towards Non-Sexist Physical Education — The Role of the Schools**

Society simply does not make sport as attractive to girls as it does to young boys. The general prevalence of the myths outlined in Part II is responsible for the ways in which young girls are socialized with respect to sport. All the joys of sport — the freedom, the creativity, the opportunity for self-expression, the spontaneity, physical challenge and exhilaration of exploring one's physical being and capabilities — are simply not conveyed to girls. And the result is hardly surprising; there is a much lower participation rate in sports activities among girls as compared with boys.

Parents and schools are the major agents of socialization. It is from the standards set by parents and the lessons learned in school that young children adopt their behaviour patterns. Obviously changing the attitudes of parents is difficult — it involves a recognition on the part of parents that they should encourage the same level of athleticism among female children as they do among male offspring. This encouragement can come in very subtle forms, the purchase of a pair of skates for a boy and a doll for a girl. The schools provide a more fertile ground for change.

## **The Present Role of the Schools**

While recognizing the existence of variations from school to school and board to board, there is much in the schools today that serves to sustain the stereotyped attitudes toward male and female involvement in sport.

Four major short-comings of the school system in this regard are: identified:

- (1) THE GENERALLY LOW PRIORITY GIVEN TO PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS
- (2) THE FAILURE TO DEVELOP ACCEPTABLE CONCEPTS AND STANDARDS OF FITNESS AND PHYSICAL DEVELOPMENT WHICH SHOULD BE APPLIED TO YOUNG PEOPLE IN THEIR GROWTH YEARS
- (3) THE BLATANTLY SEXIST NATURE OF THE PHYSICAL EDUCATION AND SPORT PROGRAMS — ESPECIALLY AT THE HIGH SCHOOL LEVEL



#### (4) THE PRESENT OVER-EMPHASIS ON COMPETITIVE SPORTS AND GAMES

##### **Early Development: The Role of the Primary Schools**

If children are to have positive feelings towards physical activity and fitness, they must be introduced to these activities at an early age. These activities must be part of the daily routine so that the love of physical movement is engendered, and vigorous activity becomes part of the individual's life style rather than an occasional supplement to it.

##### **Some General Comments on Physical Education at the Primary School Level: Ontario '76**

- like art and music, physical education classes are treated as a frill rather than an integral part of the program
- physical activity is largely relegated to the recess period; virtually no schools schedule physical education as a daily class
- physical education classes often involve little more than regimented and mechanical skills programs — or completely unstructured opportunities to let off steam
- the physical education classes are generally the responsibility of the classroom teacher who has little special training in this key part of the school program. The occasional visit of a specialist will never correct this deficiency
- although “movement education” programs designed to establish patterns of developing basic motor skills and physical self-expression predominate in early grades, these commendable programs are disrupted by the introduction of games and a simultaneous focus on development of specific sports skills (designed for traditional “boys” games)
- current Ministry of Education Guidelines and general statements of principle are excellent — but most classroom teachers are not trained, nor do they have the proper resources, to put these into everyday practice
- the continued reliance on games and sports results in neglect of individual programs to develop basic physical capabilities, e.g. aerobic

strength, endurance, cardiovascular fitness, agility, co-ordination, flexibility, mobility, etc. Most games have *very* limited fitness value.

- in the provincial curriculum policy statement “The Formative Years”, fitness is still regarded as related to individual creativity and self-confidence — this is a major error in emphasis. Aerobic functions *must* be developed while children are still growing. For young girls it is particularly important to engage in key heart-lung fitness activities, e.g. jogging, running, swimming, skipping — or any other non-stop activity. *By the time girls reach high school, it is too late to salvage much fitness potential.*

## What is Non-Sexist Physical Education?

A recognition that the two sexes do develop along significantly different physiological lines, and that the different needs of both are given individual attention and accommodated.

### A. Some Physical Facts

From a physiological standpoint the rate and nature of development of boys and girls (as well as individuals within each sex group) varies markedly. Boys develop early on stronger muscles and become more adept at activities involving direct application of strength, (e.g. lifting a heavy object, chin-ups) while girls tend to be much more agile, somewhat quicker and better able to use their entire body in applying it to movement. These are significant differences which present physical education curriculums do not take into account.

### B. Segregation

While most primary and junior school physical education classes combine both the male and female student populations in a single class, most formal competitive sports at these same levels are segregated. In senior school, classes segregated by sex are common. This sex segregation is one of the strongest elements reinforcing the stereotypes.

- *We argue that the activities which are conducted through grades K to 8 should be integrated.*

Wherever competitive sports are included in the program, *any* division of students should be done strictly and only on ability level — not on

any other arbitrary standard such as sex. To divide students for physical education purposes into male and female groups reinforces the idea that girls are weaker and inferior. The interests of a non-sexist program will best be served by totally integrated activities — whether competitive or non-competitive.

### **C. Recent Demonstration Projects Highlight Fitness Development**

In general, the biggest failings of the Ontario elementary school system are the infrequency of classes and the lack of emphasis on the development of fitness. If a program is to have any effect on children this age, then it must provide an opportunity for vigorous activity for at least 30 minutes every day

- The Vanves demonstration project in France, and similar projects, have proven the superior fitness levels attained *and* the superior academic performance of students exposed to physical activity for one-third of the school day.
- A Province of Manitoba Task Force has recommended a minimum of 30 minutes of physical activity per day.
- Fitness is a priority for both sexes, but studies have shown that Canadian girl's fitness is particularly low and that deterioration starts at an early age. We *cannot* count on outside agencies to insure proper fitness levels among girls — the schools *must* take this responsibility.

### **Recommendations for the Elementary School System**

- (1) PHYSICAL EDUCATION MUST BE TAUGHT FOR A MINIMUM OF 30 MINUTES PER DAY
- (2) EMPHASIS SHOULD SHIFT FROM THE ACQUISITION OF SKILLS FOR SPECIFIC SPORTS TO THE DEVELOPMENT OF CARDIO-VASCULAR FITNESS, ENDURANCE, STAMINA, BALANCE, AGILITY, FLEXIBILITY, POWER, MOTOR DEVELOPMENT (APPROPRIATE TO THE PHYSICAL DEVELOPMENT OF THE CHILD)
- (3) THE BASIC ACTIVITIES SHOULD BE JOGGING, SWIMMING, GYMNASTICS, DANCE AND DRAMA



- (4) SPECIFIC PROGRAM CONTENT SHOULD BE DEVELOPED TO COMPLEMENT THE RESPECTIVE LONGTITUDINAL PHYSICAL DEVELOPMENT PATTERNS OF MALES AND FEMALES
- (5) MASS FITNESS TESTING OF SCHOOL CHILDREN SHOULD BE ENCOURAGED AND REMEDIAL PROGRAMS IMPLEMENTED
- (6) COMPETITIVE ACTIVITIES SHOULD BE OF AN INDIVIDUAL NATURE. WHERE TEAM ACTIVITIES ARE REQUIRED THESE SHOULD BE NON-COMPETITIVE AND TEAMS FULLY INTEGRATED BY SEX.
- (7) IN ALL CASES, PRIAMITY MUST BE ON THE PHYSICAL DEVELOPMENT AND FITNESS NEEDS OF THE INDIVIDUAL STUDENT. THE USEFULNESS OF INTER-SCHOOL COMPETITIVE SPORTS AT THE JUNIOR SCHOOL LEVEL IS SERIOUSLY CHALLENGED. INTER-SCHOOL COMPETITIVE SPORT SHOULD BE PERMITTED ONLY AFTER CAREFUL STUDY WHERE IT IS DEMONSTRATED CONCLUSIVELY SUCH SPORT CONTRIBUTES POSITIVELY TO THE PHYSICAL AND SOCIAL NEEDS OF STUDENTS.
- (8) TEACHER TRAINING CURRICULA SHOULD INCLUDE AT LEAST ONE COURSE IN PHYSICAL AND MOVEMENT EDUCATION. AWARENESS OF THE NATURE OF SEX STEREOTYPING IN PHYSICAL ACTIVITY SHOULD BE EXPLORED FULLY IN THESE COURSES.
- (9) EVERY SCHOOL SHOULD HAVE AT LEAST ONE PHYSICAL EDUCATION SPECIALIST

# Developments at the Secondary School Level

The High School sports situation is one of the most sexist areas in both sports and education. Consider:

- Segregated physical education programs in most secondary schools
- the dominance of boys inter-school sports, e.g. football, basketball, hockey, and the cultivation of school spirit based on the success of the boys' teams
- the dominance of cheerleading as the most popular activity for girl students
- the almost universal and disproportionate allocation of all major resources, e.g. facilities, coaching, funds for uniforms, travel allowances, to boys' programs

## The Results

- *The relevance of much of the high school program for the average female student is minimal*
- The male student who excels is encouraged — almost worshipped; the female student who wishes comparable opportunities to excel is too often denied them. Girls are not expected or encouraged to excel. In fact, excellence in women athletes is barely tolerated.
- The average student who needs a real *physical* education program receives little besides preparation in the skills of specific sports he or she will probably not play. The present programs serve the needs of so few students!
- The high schools demonstrate their integration into our professional team-sport-culture — the sports played and stressed are identical — hockey, football. The physical education program too often serves to identify potential athletes for these games. Official and unofficial sports status is firmly attached to male sports and its status.

## And Where Does This Leave Us?

- Competitive programs provide few opportunities for girls seriously interested in athletic excellence.

# Sport ENHANCE

By FREDERICK GRIFFIN



Peggy Mathieson who typifies the joy of modern athletics for girls

**M**ARATHON running and bull-fighting are almost the only sports in which women do not indulge in nowadays. Some of them play polo. Others ride in cross-country races. Amazons may be found, though not in Canada, who box and wrestle like men. The Toronto Exhibition has proven conclusively that there is no lack of girls able to swim ten miles in cold water.

The girls who daub themselves with great gobs of grease and swim ten miles are nice girls. Consider Ethel Hertle (Gary), who has won prizes, including first, four years running, a most charming girl.

Girls handle aeroplanes as transport pilots, fly across the ocean, and still stay essentially feminine. In New York a year



Grace of a bird, strength of a lioness, courage of a woman—that's what we've got out of athletics for girls

ago I met Elinor Smith, not yet twenty, the girl who has gone 30,000 feet high to make a world's altitude record for women, and found her a slim slip of a girl, daintily dressed, who gave no hint of being a brave, bold, professional aviatrix.

Even after the turn of the century women in the mass were subdued, soft, protected creatures who were expected to cry at sight of a mouse and swoon at the sight of a cut finger. Their chief diversions were crochet, indoors, and croquet, outdoors, the latter played in the company of the gentle curate. Girls were not able to throw stones.

In those days the athletic girl was a mannish creature, regarded rather with awe by her fireside sisters. She wore tweeds, took long, manly strides and spoke in a deep voice.

Now when the athletic girl is the rule rather than the exception she is, as you know, no longer mannish. She may be a crack golfer and yet look after her complexion. The niftiest little girl in your office may be a swift softball pitcher. The most feminine girl you know may be a demon at basketball.



# ES Womanhood



## Girl Athletes Good Mothers

I ASKED Dr. W. B. Hendry of Toronto, well-known gynaecologist, if athletics were harmful to women. He said, "Decidedly no. They're beneficial, where the woman is fit to indulge in them. They're making healthier girls and healthier mothers."

"Nothing," he said, "is as fine a preparation for motherhood as exercise. The athletic girl is in much better condition to have children, much more fit, much more naturally developed, than the sedentary girl, other things being equal."

"You don't think that there are biological reasons which might preclude women from the more violent sports, at least?"

"Absolutely none. Our experience is that women are helped functionally by taking exercise. Another thing, a girl accustomed to competitive sport faces motherhood quite differently as a rule from the sedentary girl. She obeys rules. She goes into training. She obeys the doctor prior to the birth of her baby as she would a coach. My experience is that athletics for women is a fine thing for the race."

"On all sides girls who were stars in sport," said Miss Gibb, "are shown not to be neglecting motherhood. Martha Norelius, great swimmer, married Joe Wright, Jr., winner of the Diamond Sculls, and has a baby. Myrtle Cook, our great Olympic sprinter, who married Lloyd McGowan of the Montreal Star, had a nine-pound baby not long ago. And Myrtle's talking of getting back into training."

"Then there's Rosa Grosse O'Neill, who really started women's sprinting in Toronto and has been running since 1918. She's had two children, but last year she won the Ontario sprint championship. Evelyn Armstrong of Detroit, who has figured so conspicuously in the women's swims at the Exhibition, has a couple of children."

When I asked Dr. James Barton if competitive athletics hurt women, he laughed. "I have been struck," he said, "by the fitness of the women who have entered the marathon swim each year, whom I have examined. Their hearts were particularly strong. We give them a physical test, a little skipping, and pass them if the heart is normal in two minutes. One minute is very good. Do you know that the heart of Martha Norelius was normal in 15 seconds? It was almost normal before I got the stethoscope to her chest. Yet, when examining men for the army, we used to allow them two minutes before examining their hearts at all."

"Almost without exception these girls have shown hearts a little slower and stronger than normal. Most were young and carried extra weight, a thing most necessary in young, growing girls. They had natural, freely developed figures, developed by exercise and proper eating."

"Another thing impressed me and that was their buoyancy of mentality and spirits, a kind of pep you don't find in the average sedentary girl. These girls were fit, natural, normal, and I should say splendid girls viewed socially."

"There was scarcely one of them that was not in much better shape for wifehood and motherhood than the girl who sits around doing nothing to develop her body and build up her physical strength."

## Sports Good for Morals

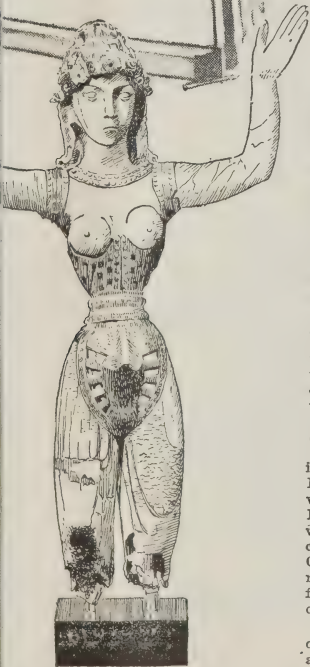
"Athletics are good for girls' morals," said Miss Gibb. "An athlete can't go out running around, smoking, drinking, dancing to all hours. She has to stay fit."

In Toronto between 4,000 and 5,000 girls, between 14 and 40 years old, play softball in ten city leagues, as well as in the public and high schools. There are that many more players in the province. Lots of them are married. Many are mothers. They bring children along to watch mother pitch, catch or slide to base. Shades of their own great-grandmothers! Yet softball, started in Toronto, only dates back to 1920.

"It's great for them," said Miss Gibb. "It gives hundreds of girls from stores, factories and offices a chance to enjoy themselves naturally, to get rid of their emotions. They travel. They develop. There is not a holiday when ten or twelve city teams do not go to other places to play. They see things. They learn to give and take. They develop cameraderie."

About 1,000 girls are playing basketball in Ontario. Scores are speed skating. Gladys Robinson of Toronto, now a professional, was once world's champion. Lela Brooks Potter, a married woman, is the present world's champion. In addition, five track clubs, Lakesides, Toronto Ladies, Canadians, Oakwood and Parkdale have fostered women runners from 1919, when Toronto Ladies was founded, to the present, developing a group of the greatest sprinters in the world.

Yet strange as it may seem in these days of women's general participation in athletics, a number of golf clubs still treat women with mere suzerainty in sport. Lambton, Toronto Golf and Mississauga are three clubs, and there are others in the Toronto area, which restrict women's playing rights afternoons, Saturdays and Sundays. Ada Mackenzie, the champion, a better player than 98 per cent. of the men in the club to which she belonged, was forced a few years ago to go out and found a club for women. Of course, a number of the newer clubs recognize the rights of women to play equally with men.



The little stone fragment of the goddess of sport from the ruins of ancient Crete, 16 centuries B.C., shows by comparison with the modern goddess of sport that there has been improvement

- Virtually no sports played are oriented only to females — netball, modern gymnastics, ringette are basically designed for female involvement and would attract more female participation.
- Few integrated activities of a serious competitive nature exist — girls' competitive sport will only be taken seriously if school prestige is tied as much to the results of the girls' teams as it is to the boys', e.g. by calculating the scores in inter-school competition through computation of the total points scored by *both* the boys and girls sides wherever there are teams for both sexes.
- Potential, motivated female athletes are often unrecognized — and actively discouraged from becoming "too serious".
- Relatively few women staff members have the coaching expertise required, and males have recently been encouraged to provide girls' teams with "serious" coaching. This only reinforces sex stereotypes. There ought to be provision either at the teacher training stage or in credit courses for women staff to become proficient in the coaching area. Role models are essential!
- Each school's competitive sports program must be totally separated from its physical education curriculum.

### **Recommendations**

- (1) PHYSICAL EDUCATION SHOULD BE REINSTATED AS A COMPULSORY SUBJECT IN GRADES IX AND X. THE CURRICULUM SHOULD BE DESIGNED TO ENHANCE THE FITNESS LEVEL OF ALL STUDENTS.
- (2) PHYSICAL EDUCATION SHOULD BE A FULL CREDIT COURSE IN GRADES XI, XII AND XIII WITH THE CURRICULUM FOCUSING ON NON-COMPETITIVE FITNESS ACTIVITIES SUCH AS JOGGING, GYMNASTICS, DANCE, T'AI 'CHI, YOGA, CROSS-COUNTRY SKIING, OR, COMPETITIVE INDIVIDUAL SPORTS WITH SOME CARRY-OVER POTENTIAL (TENNIS, ETC.)
- (3) THERE SHOULD BE NO SEGREGATED PHYSICAL EDUCATION AT THE HIGH SCHOOL LEVEL.

- (4) INTRA-MURAL SPORTS SHOULD CONSIST OF INTEGRATED TEAMS WHEREVER POSSIBLE. IN GENERAL INTRA-MURAL SPORTS PROGRAMS SHOULD ENCOURAGE A COMPETITIVE PROGRAM BASED ON ABILITY RATHER THAN SEX.
- (5) THE PHYSICAL EDUCATION PROGRAM MUST BE TOTALLY SEPARATED FROM THE COMPETITIVE SPORTS PROGRAM OF THE SCHOOL. THE MINISTRY OF EDUCATION AND SCHOOL BOARDS SHOULD UNDERTAKE A REVIEW OF ALL PHYSICAL EDUCATION CURRICULA TO THIS END.
- (6) BOARDS OF EDUCATION SHOULD BE RESPONSIBLE FOR ASSURING AN EQUITABLE DIVISION OF RESOURCES BETWEEN THE BOYS' AND GIRLS' PHYSICAL EDUCATION DEPARTMENTS AND THE BOYS' AND GIRLS' INTERSCHOOL SPORTS PROGRAMS. BOARDS MUST INSURE THAT EACH SCHOOL MAKES FACILITIES, COACHING AND FINANCIAL RESOURCES EQUALLY AVAILABLE TO BOTH SEXES. THE NUMBER AND VARIETY OF INTER-SCHOOL SPORTS CURRENTLY PLAYED BY FEMALE STUDENTS WILL PROBABLY INCREASE. IT IS ALSO EXPECTED THAT SOME SPORTS USUALLY PLAYED ONLY BY WOMEN, e.g. NETBALL, MODERN GYMNASTICS, RINGETTE, WILL INCREASINGLY BE PLAYED AT THE INTER-SCHOOL LEVEL, AND FACILITIES REQUIRED.
- (7) BOARDS SHOULD ENSURE EQUAL RECOGNITION FOR FEMALE ATHLETES IN SCHOOLS
- (8) HIGH SCHOOL PHYSICAL EDUCATION DEPARTMENTS SHOULD BE INTEGRATED AND SHOULD BE STAFFED BY MALE AND FEMALE DEPARTMENT HEADS SERVING TWO YEAR TERMS ON AN ALTERNATING BASIS
- (9) WOMEN STAFF MEMBERS SHOULD BE ENCOURAGED TO TAKE COACHING CERTIFICATION COURSES OF THE COACHING ASSOCIATION OF CANADA (LEVELS 1 AND 2) TO UPGRADE THE QUALITY OF COACHING FOR FEMALES
- (10) HIGH SCHOOLS SHOULD PROVIDE FOR PERIODIC FITNESS TESTING



### **P.S. A Personal Comment**

The high school has been a highly sex-biased institution in the area of sport. Pep rallies, cheerleading and school spirit clubs heap adulation on male sports heroes. In fact, schools cultivate the spectator, not the participant.

We argue that the "spirit" of the school would better rest on the enjoyment of physical activity and increased fitness levels by all the students — and on increased opportunities for participation in both competitive and non-competitive physical activities for female students. Unless drastic changes are made, our high schools will remain a central buttressing force in our sexist sport culture.

In contrast to men, we cannot emphasize too strongly that the fitness level of women deteriorates naturally after puberty unless a vigorous program of exercise is undertaken. If society is to serve the basic physical needs of the female population, adequate fitness activities must be offered. It is vital to society's own interests that we begin to make the necessary changes immediately.

## How to Create Change in Your Community: Making Sport a Political Issue

More and more girls and women are discovering the joys of physical fitness and the pleasures to be found in a wide variety of recreational sports activities. The increasing consciousness of fitness among the population generally has led many women to seek out opportunities to participate in sport.

Unfortunately, many girls and women who want to get involved in sports discover very quickly that their community provides far from adequate opportunities for them. In a country where the national religion is sport — hockey — the many opportunities automatically provided to males are essentially closed to females. Young girls wanting to play ice hockey and looking for a league to play in usually find that the local ice arena has ten hours a day of scheduled hockey activity for boys, a couple of hours a week of figure skating and a few more hours of mixed pleasure skating, but NO hockey for girls. Is this simply a result of facilities being heavily booked — or of deepseated social attitudes about the suitability of competitive sports for girls?

This attitude is reflected in a recent joint publication of the Ontario Ministry of Culture and Recreation and the Ontario Hockey Council entitled *You and Your Child in Hockey*. Although designed as a guide to a more humane situation in minor hockey, this pamphlet ignores a key issue in the process of making sport and hockey “humane” — that of equality. References are exclusively to young males — “your son”, “the boys”, “the boys who play hockey in Ontario”, etc. An early section in this pamphlet is subtitled: “It’s *his* Game!”. Hockey in Ontario is largely a male sport and the opportunities for girls to play hockey (and a lot of other sports) are very limited. The unthinking acceptance of stereotypes by public recreation authorities responsible for allocating facilities has so far enforced a second-rate status for girls’ sports requiring rink-time. More than one female athlete has commented in desperation that she’d be satisfied with second-rate status — since the situation is well below even that!

## **“What should be done about the obvious sex discrimination in recreational opportunities for women?”**

Education and recreation leaders usually pass off cases of discrimination as mere exceptions in an otherwise satisfactory system. Schools, school boards, parks and recreation departments and service agencies sponsoring sports activities are generally unable to supply comparative information on relative funds and facilities available for girls sport.

### **The Solution: Politicization of Women's Sport**

The problem of providing adequate opportunities must be made a *political issue*: allocation of public funds and public facilities is the essence of politics. Most organized sports activity in Ontario is the result of a combination of volunteer leadership and large amounts of public money and community resources.

**Women are entitled to an equal share of these public resources.**

Politicization of the issue will involve three stages:

1. Accumulation of information on present inequalities;
2. Presentation of this information to the public and to the politicians and civil servants responsible for this situation;
3. Intense lobbying for change.

### **Where Are We Now?**

While the statistics illustrating inequality are not already compiled, there are definite indications of what these statistics will be like.



# The 1974 Mayor's Task Force on the Status of Women in Toronto: Report on Recreation and Women

## *Scope of Study:*

- The ten city-operated recreation centres.

## *Study Findings:*

- The ten centres were offering 254½ hours per week of physical recreation to boys and only 130 hours to girls.
- Girls were offered more hours per week of arts and crafts, (domestic role stereotyping!) than boys. At one centre, cooking, choir, theatre arts, and cheerleading were listed as *physical* recreation activities!
- The nature and number of sports programmed re-inforced the sexist bias: for adult women the most frequently scheduled activity was "slimnastics".
- There were no women's changing rooms at many facilities.
- Activities scheduled for girls were badly promoted.
- Sexism observed in the division of tasks among both summer playground supervisors and the professional staff in the Parks and Recreation Department could only be described as blatant. On playgrounds female supervisors essentially had baby-sitting roles while the male supervisors were responsible for allocating sports equipment and programming athletic events.

The Task Force did not investigate many areas, e.g. allocation of public sports fields to public and service groups who operate male-oriented activities, but it did prove that Toronto's public recreation program was undeniably sex-biased. The twenty-seven recommendations made by the Task Force are reproduced in Appendix 2.

## **The Need for Better Documentation**

Information must be provided on the situation in our schools. Local school boards respond to requests for information by saying that records of budgetary allocations are not separated for males and females. The schools and boards

themselves must be instructed to conduct a systematic, pre-designed survey to ascertain the degree of discrimination.

A study of this sort will also have to be done in every community in the province. Interested community groups will have to pressure for these studies: there is no question that with this kind of information the issue can be made a matter of public concern and action can be demanded.

## Action

As the extent of discrimination against women in access to community resources allocated to sports and fitness is publicly documented, it will become possible to begin to demand reforms. Only lobbying backed by solid information on actual discrimination will elicit change.

How?

- put pressure on elected representatives, e.g. School Trustees, M.P.P.'s
- where the local Parks and Recreation Committee is made up of elected individuals, make an election issue of the inequitable distribution of public resources
- if the local Recreation Committee is made up of citizen appointees, press for the appointment of more women to these male preserves
- most public arenas and stadia have appointed boards — women must demand membership on these boards

If you are truly concerned about the recreation and sports opportunities for girls and women in your community, the issue must be brought to the public's attention first. Following the example of the Toronto group is a good starting point. Continuing to raise the issue by reference to the evidence of discrimination will inevitably be the road to change. The very fact that more women are getting involved in fitness activity has already led to some innovations, but if this trend is to be accelerated, a more aggressive approach must be taken.

## Conclusion and Recommendations

A common argument used against efforts to obtain better facilities for women is that if girls and women really wanted to play sports and get more involved than present opportunities allow, then they would spontaneously *demand* more funding, more facilities, more leadership personnel, more leagues, etc. This argument confuses *needs* and *demands*. Our goal should — must — be the automatic provision of equal, i.e. comparable rather than identical, *opportunities* for girls. There is an obvious need for more sport activity for girls — they have, after all, the same natural proclivity for sport as do boys. And this natural inclination for vigorous physical activity must be encouraged just as it is for young boys. At the same time, the emphasis on competitive, professionally oriented, sport must be replaced by an emphasis on fitness as a natural human right.

To date, we have served to discourage rather than encourage women's potential involvement in athletics by denying adequate outlets for the pursuit of self-expression through sport. Recreation authorities' insistence on seeing the issue in terms of demand, not need, is not only unjustified — but unjustifiable. The present unequal sharing of sports resources must end. The interest of young girls *and* adult women in sports activities is increasing.

### General Recommendation: Affirmative Action to Right the Present Imbalance

All public institutions must now initiate "affirmative action" programs in womens' sport and recreation activities. More than incremental change is required to right the balance. One-half of the population is being short-changed and steps must be taken immediately to correct imbalances in programming, funding and other resources.

In addition to the specific recommendations aimed at elementary and high schools (Part 3 above), the following general recommendation related to educational institutions is urgently recommended:

"THAT THE MINISTRY OF EDUCATION UNDERTAKE A STUDY AND REVIEW OF THE PRESENT PHYSICAL EDUCATION AND INTER-SCHOOL SPORTS PROGRAMS FOR THE PURPOSE OF IDENTIFYING SEX-BIAS AND DISCRIMINATION AND RECOMMENDING A STRATEGY FOR ELIMINATING SUCH DISCRIMINATION."



These areas need much more specific analysis to define more precisely areas of bias and discrimination.

### **Affirmative Action: A Responsibility of All Public Sport and Recreation Institutions**

“EVERY PARKS AND RECREATION AUTHORITY IN ONTARIO SHOULD BE ASKED BY THE APPROPRIATE GOVERNMENT JURISDICTION TO CONDUCT AN EVALUATION OF ITS SPORTS, FITNESS AND RECREATION ACTIVITIES AND THE DISTRIBUTION OF FINANCIAL, LEADERSHIP AND FACILITY RESOURCES FOR SAME FOR THE PURPOSE OF PROVIDING A STATEMENT OF THE PRESENT ALLOCATION OF SUCH RESOURCES TO THE MALE AND FEMALE POPULATIONS RESPECTIVELY.”

The Ministry of Culture and Recreation should provide the guidelines for the above surveys. Assuming that this information would yield significant evidence of discrimination, the Ministry of Culture and Recreation should then initiate an “outreach” program to encourage staff skilled in community leadership to increase local programs and facilities available to women.

### **Affirmative Action: Provincial Sport Governing Bodies**

For those female athletes who manage to achieve high levels of excellence, the opportunities are equal to those of men. For athletes attempting to move up the ladder in competitive sport the opportunities are often unequal. Certainly there are fewer women coaches than men, and generally, lesser emphasis is attached to promoting the sport among potential female participants. Through its relationship with the Provincial Sport Governing Bodies, the Ministry of Culture and Recreation should:

“ASSIST THE PROVINCIAL SPORT GOVERNING BODIES TO EXPAND THEIR PROGRAMS WITH RESPECT TO WOMEN BY PROMOTING SPORT AMONG YOUNG GIRLS THROUGH PROMOTIONAL CAMPAIGNS AND SPECIAL SUMMER ACTIVITY PROGRAMS, BY SPECIAL ALLOCATIONS FOR THE PURPOSE OF INVOLVING GREATER NUMBERS OF FEMALE COACHES AND

ADMINISTRATORS AND BY INCREASED FUNDING FOR THOSE SPORTS WHICH ARE DESIGNED SPECIFICALLY FOR WOMEN'S SPECIAL ABILITIES, e.g. MODERN GYMNASTICS, NETBALL, SYNCHRONIZED SWIMMING, FIELD HOCKEY.

### **Affirmative Action: The Use of Public Facilities by Semi-Private Interest Groups**

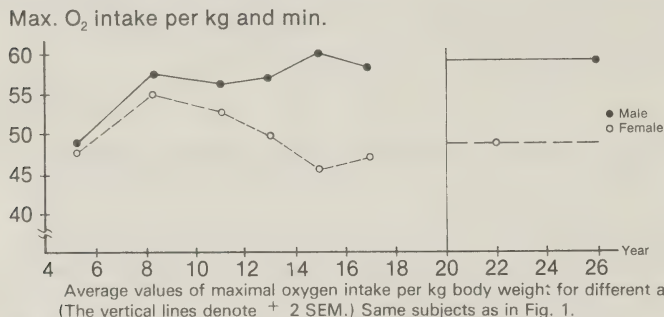
Many athletic opportunities are created by semi-private groups such as Ki-Y, YM-YWCA's, service clubs, industrial leagues, etc. While these groups certainly should be permitted to choose the age range and sex of participants, it should be pointed out that they do generally use *public* facilities, e.g. pools, stadia, athletic fields, tennis courts. It is therefore appropriate that governmental authorities take "affirmative action" to insure that public facilities are allocated and government grants directed to groups with a specific interest in promoting full equality in sport for girls and women.

### **General Recommendations: We Need Change Now!**

In addition to the Mayor's Task Force on the Status of Women in Toronto (See Appendix 2 for recommendations), two major national Conferences on women in sport have been held, i.e. the *National Conference on the Child in Sport and Physical Activity*, held at Queen's University in May, 1973; and, the *National Conference on Women and Sport* held in Toronto in May, 1974. The problem has even been documented by students themselves in a recent study ("Is Anybody Out There Listening?"). It is apparent that everyone concerned with the question of women and sport agree essentially on the need for change. And yet, while public attitudes are in fact changing, many public authorities still fail to respond. Government leadership is essential to change. For the sake of our society we must change.

# Appendix 1

## Physical Fitness and Physical Development of the Female



The value representing "maximal oxygen intake per kilogram body weight" is commonly used as the vital indicator of cardiovascular fitness. The graph shows the values attributed to a large sample of males and females at various ages. The values are very similar for boys and girls up to age 9 at which point the values of boys level off followed by a five years of appreciable improvement. The values of girls by contrast fall dramatically after age 10 and by the time adulthood is reached the value is barely more than that achieved at age 5!

The crucial question to be asked is whether the severe deterioration in the capacity of the female is attributable to natural and ineluctable life processes or is it the product of lack of activity and training of the cardiovascular system? Physiologists still have not answered this question conclusively.

Dr. Don Bailey, a major Canadian authority on fitness states that fitness levels are "usually indicative of activity patterns". We can conclude then that at least part of the decline in cardio-vascular capacity is the result of lack of sports and physical recreation activity.

We also know with certainty that Canadian females at virtually every age level score in the low fitness category as recommended by the American Heart Association and that physical recreation activities are the path to a higher fitness rating.

Clearly, if a fit and healthy female population is considered to be essential then the encouragement of physical fitness, sports and recreation activities among women of all ages is essential.



## Appendix 2

### Mayor's Task Force on the Status of Women in Toronto (Recreation)

The following are a list of recommendations extracted from the report.

The Recreation Committee recommends:

(1) That the Department of Recreation take immediate affirmative action in implementing the committee's recommendations to ensure that adequate recreation programmes are offered *now* to all female constituents.

(2) That the Department of Recreation immediately organize a Masterplan committee to deal with the preparation and implementation of the recreation Masterplan.

(3) That the Masterplan committee members be selected from:

- a) Department of Recreation Staff
- b) Professional recreation consultants not employed with the Department of Recreation
- c) Constituents of the City of Toronto so that a community perspective may be incorporated.
- d) Women recommended by the Task Force to represent the views put forth in this report.

(4) That all the committee's recommendations stated in this report should be implemented in the Masterplan. It is strongly urged that the proposed Masterplan committee's first responsibility is to ensure that the committee's recommendations are implemented.

(5) That the staff of the Toronto Parks and Recreation Department should have training seminars at regular, frequent intervals to familiarize themselves with the new attitudes toward the potential of women and girls in the sport and recreation field in order that the Department can take *initiative* in developing better quality programming for women and girls.

(6) That qualitative assessments should be made of the present programmes and should be the guide for consideration of additional programmes. The following should be legitimate aims and emphases of the City's recreation programmes:

- a) Mental and physical fitness and skills (to be achieved through both competitive and non-competitive activities)
- b) Accessibility by all social strata and ethnic groups.

(7) That blatantly sexist activities should be immediately curtailed, specifically:

a) The use of City owned property for Miss Toronto Contest Eliminations should cease, as these contests present a demeaning and unrealistic picture of women

b) Although boys' clubs in the City of Toronto operate recreation programmes independent of the programmes operated by the Department of Recreation, the boys' clubs use City of Toronto property or receive financial assistance from the City. Therefore, since the clubs offer recreation programmes for both boys and girls, the names of boys' clubs should be changed to "boys' and girls' clubs" or some other suitable title.

(8) That the Department of Recreation review its employment practices regarding recreation instructors:

a) There are 21 females and 17 males who are Grade 3 recreation instructors (salary range \$9,814-\$11,171).

b) There are 3 females and 4 males who are Grade 2 recreation instructors (salary range \$10,732-\$12,403).

c) There are no females and 10 males who are Grade 1 recreation instructors (salary range \$11,463-\$13,092).

These statistics suggest that there are unequal employment advancement opportunities for the female recreation instructor. Special efforts should be made to recruit women to higher grades not only so that the Department can benefit from their talents, but also so that girls can have encouraging adult role models.

(9) That dressing room facilities in public parks where they are used as changing facilities for recreation athletics should include adequate change accomodation for women. If duplicate facilities cannot be created for women, the existing facilities should be integrated.

(10) That public rinks that allocate space for private hockey leagues or city-organized hockey leagues should ensure that a Ringette and/or hockey programme for girls is made available and that competent personnel to administer and coach in such a programme be trained and made available.

(11) That as the City operates football, soccer or baseball leagues for boys on City-owned playing fields or diamonds, these facilities should be made available for girls' leagues, in the same or comparable sports; or the existing leagues should be integrated.

(12) That the City should build jogging paths in the public parks and that the instructions for their use indicate appropriate standard and ability levels for both men and women.

(13) That indoor hockey arenas administered by Parks and Recreation should allow equal time for women's and girls' ice games at comparable times of the day and week; and that women be appointed to the Boards administering these arena facilities.

(14) That the girls' physical activity programme at each centre be given an equal number of activity hours as the boys' and that the hours be scheduled at comparable times.

(15) That more physical recreation hours be allotted, equal in number, both adult women and adult men during the day and in the evening.

(16) That hours be allotted at each centre for physical recreation activities that all age groups could share together. Most suitable hours for this type of activity would be in the evening and during the weekends.

(17) That day/night care facilities at pertinent facilities and particularly the recreation centres be established immediately.

(18) That the City Parks and Recreation Department undertake more extensive publicity campaigns designed to inform the residents of recreational activities available to them. This can be done through home delivery of handbills, notice boards in the parks, etc.

(19) That constituent committees be formed in each community so that local and neighbourhood input can be obtained concerning the planning of sport and recreation programmes for all of the facilities in each community, that is, recreation centres, parks, playgrounds, etc.

(20) That promotion should be done bilingually, that is, the predominant language of the district should be incorporated in any publicity campaign.

(21) That a major expansion of the sports programmes presently offered to women by the Parks and Recreation Department be undertaken. More individual, dual, team, aesthetic and lifelong sports should be offered in formal physical activity classes for adult women. At present, most centres only offer Slimnastics as a formal physical activity programme for adult women. Although programmes such as Slimnastics may accomplish something in the fitness area, they are an inadequate substitute for thorough physical and mental exercise. The ten recreation centres do not offer recreational or competitive sport leagues for adult women.



(22) That the Department of Recreation centrally organize competitive and non-competitive leagues for the various sports for adult women. With this type of structure, women would have the opportunity to participate at the level they desire. For the girls, presently each centre individually decides whether they will participate in the various sports competitively or recreationally. Here again, a centrally organized competitive recreation league structure would give girls the opportunity to participate at the level of their choice.

(23) That coaching clinics for female playground leaders and recreation personnel be run by the City in order that adequate coaching assistance be available to female citizens.

(24) That inter-playground (and inter-centre) sports competition results be determined by the combined scores of the boys' and girls' sides (e.g. that the result of a baseball game between McCormick and Annette consist of the total points accumulated by the boys' plus the girls' scores for each playground respectively).

(25) That each centre have the same proportion of arts and crafts hours to physical recreation hours for both boys and girls.

(26) That cooking, theatre arts, and choir be removed from the present physical recreation activity list since they are passive rather than physical recreation activities.

(27) That cheerleading and baton be removed from the present physical recreation activity list since these activities are sexually exploitive in nature.

## Sources

### *Official Documents:*

J. Albinson, G. Andrew

*Workshop Summaries and Resolutions — National Conference on the Child in Sport and Physical Activity* (1976)

J. Daly, J. Frater, B. Kidd, J. Orchard

*New Directions in Physical Education — a Report Presented to the Manitoba Minister of the Department of Education* (1975)

M. J. Heit

*Sex Inequality in Leisure Time Activities: Do Women have Equal Play?*

Research Branch, Ontario Ministry of Community and Social Services (1974)

Mayor's Task Force on the Status of Women in Toronto

*Report on Recreation and Women*

(1975)

Ministry of Education (Ontario)

Circular PIJI

*The Formative Years*

(1975)

National Health and Welfare

*Report of the National Conference on Women and Sport*

(1974)

### *Books and Articles:*

J. Albinson, G. Andrew

THE CHILD IN SPORT AND PHYSICAL ACTIVITY

University Park Press, 1976

Per-Olof Astrand

"The Child in Sport and Physical Activity — Physiology"

Paper presented at Queen's University, May 1973.

D.A. Bailey, R.J. Shepherd et al

"Current View of Canadian Cardiorespiratory Fitness"

Canadian Medical Association Journal, vol. 111 (July 6, 1974)

D.A. Bailey

"Exercise, Fitness and Physical Education for the Growing Child — a Concern"

Canadian Journal of Public Health, Sept-Oct 1973

T. Boslooper and M. Hayes  
THE FEMININITY GAME  
Stein and Day, 1974

Jack MacKenzie  
"1/3 Time Physical Education — The Vanves Experiment in Education"  
Regina Board of Education

Rick Matsumoto  
"Women in College Sport are Getting a Fair Shake"  
Toronto Star, Oct. 19, 1974

Eleanor Metheny  
"Symbolic forms of Movement: the Feminine Image in Sports"  
from, E. Metheny, *Connotations of Movement in Sport and Dance*, W.C.  
Brown, 1965

Ministry of Education (England)  
Physical Education in the Primary School (Part One) *Moving and Growing*  
(Part Two) *Planning the Programme*

Her Majesty's Stationery Office, 1956

Ashley Montagu  
*The Natural Superiority of Women*  
Collier Books, 1974

P. Thompson, P. Crawford, A. Virgin, & R. Goode  
"A comparison of the effects of two physical education programs on the  
physiological development of adolescent boys and girls"  
Board of Education for the Borough of North York, 1975

Peter White  
"The Wrong Sex for Soccer"  
Toronto Globe and Mail, November 1, 1975

Dave Whitson  
"Jock and Jill in Toronto"  
The Varsity, November 22, 1972.





Third in a series of reports aimed at improving the status of women in Ontario.

**About Face**

Towards a positive image of women in textbooks \*

**Volte-face**

Vers une image positive de la femme dans les manuels scolaires \*

**About Face II**

Towards a positive image of women in advertising !

**About Face III**

Towards a positive image of women in sport

**About Face IV**

Is anybody out there listening? \*

**About Face V**

Towards a positive image of housewives !

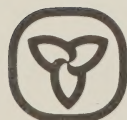
**Volte-face V**

Vers une image nouvelle de la femme au foyer

List of Resources for Women who Work in the Home is available by writing to Ontario Status of Women Council, 700 Bay St., 3rd Floor, Toronto, Ontario M5G 1Z6

\* Out of print, no longer available

! Out of stock



Ontario

